**Unit Planning Guide: Grade 4 Unit 4 of 5**

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| Unit Title: I want to know: informational text and short research | Pacing (Duration of Unit): 10 weeks |
| Grade: 4 | Buffer Day(s): 3 days |

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| **Desired Results** |

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| **Transfer Goals** |
| *Students will be able to independently use their learning to:*   * Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods. * Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes * Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations. * Communicate ideas effectively in writing to suit a particular audience and purpose * Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes * Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts * Develop the habit of reading for enjoyment |

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| **Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)** |

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| **Standards (Priority Standards in bold):**  **RI 4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive**  **elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.**  **RI 4.8 Explain how an author uses reasons and evidence to support particular points in a text.**  RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  RI 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  **RI 4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.**  **W 4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**   1. **a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and**   **multimedia when useful to aiding comprehension.**  **b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.**  **c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).**  **d. Use precise language and domain-specific vocabulary to inform about or explain the topic.**  **e. Provide a concluding statement or section related to the information or explanation presented.**  **W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.**  **W.4.8 Recall relevant information from experience or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.**  L 4.5 Demonstrate understanding of figurative language | **WIDA Standards (ELL)**  **WIDA for English Language Learners**  Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**  In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports. |

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| **Meaning (\*Mostly assessed through Performance Tasks/Assessments)**  **1.** Periodic assessment of answers to text-dependent questions about readings on Volcanoes (Evidence-based responses)  2. Teacher observation of small and whole group discussions and activities  3. Group presentations of particular sections of an informational text like Volcanoes. For example, one group could present on types of volcanoes, one on causes, etc. More than one source of information must be used for this presentation. |

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| **Big Ideas:** (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)   * Writers know that informational writing is clear and sequenced with details, facts, and quotations, etc.. that convey ideas and information clearly. * Skilled informational writers gather and integrate information from multiple sources into a coherent and compelling piece of writing. * Illustrations, images, and captions can powerfully communicate the ideas expressed in the text. | **Essential Questions:** (Questions which frame ongoing and important inquires about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)   * How does reading informative/explanatory texts impact me as a global citizen? * As authors, how can we synthesize our learning to create informative/explanatory texts that inform our reader? * As an author, how do my choices for vocabulary, particular details, and relevant evidence combine to create the main idea of an informative/explanatory text? |

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| **Acquisition (\*Mostly assessed through traditional summative assessments)** |  |
| **Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently. **(academic vocab in bold)**  *Students will know …*   * That using multiple sources of information gives a more thorough and accurate look at a topic * That **informative/explanatory texts** are non-fiction and are intended to inform the reader. * That **charts**, **images**, **captions**, **diagrams**, and **interactive elements** are additional areas of information in the text and should be read for understanding in an informational text. * That a summary is a brief **synthesis** of the key details and understandings of a text. * That there are a range of **strategies** (e.g., **rereading**, using **context**, looking for **root** **words**, etc.) that will help them identify the meaning of an unknown or **multiple** **meaning word**. * That sources like **dictionaries** and **glossaries** provide definitions of words and that a **thesaurus** provides **synonyms** and **antonyms** and that these resources can also be found online. | **Skills:** The discrete skills and process students should be able to use independently (Bloom’s Level of Learning should be noted in parentheses.)  *Students will be skilled at:*   * Explaining how an author uses reasons and evidence to support particular points in a text. * Using precise language and domain specific vocabulary to inform about or explain a topic. * Creating a summary that goes beyond a retelling of events, but is rather a synthesis of key elements that relate directly to the main idea. * Gathering information from an informative text that has features like charts, diagrams, images, captions, etc. and using that to inform their understanding and also to include these key features in their own informative writing. * Accessing tools like dictionaries, glossaries, and thesauruses to further their understanding of a text and to build their vocabulary both as a reader and as an author. Employing multiple word attack strategies for determining the meaning of an unknown word or phrase. |